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ABSTRACT

This booklet contains a collection of brief articles with accompanying statistical tables and graphs that were originally published in 1974 issues of "American Education." A variety of statistical data are presented in a series of two-page sections; taken together, these sections illuminate many of the current trends in American education. Included are data reflecting expenditures of state and local governments, school expenditures compared to personal income on a state-by-state basis, number of children in poverty families, number of students and teachers in public schools, enrollment and expenditures of public schools in large cities, number of higher education institutions, enrollment trends in higher education institutions, financial support of higher education, percentage of college students in different fields of study, and average lifetime income for men compared to years of school completed. (JG)

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**Selected
Statistical Notes
on American
Education**
1975 Edition

National
Center
for
Education
Statistics

U.S. Department
of Health,
Education,
and
Welfare

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**U.S. Department of
Health, Education,
and Welfare**
David Mathews,
Secretary

Education Division
Virginia Y. Trotter,
Assistant Secretary
for Education

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College Students by Major Field of Study

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Introduction to Selected Statistical Notes on American Education

A persistent realization of the importance of education to national life is evidenced in the articles and charts in this selection of reprints from issues of *American Education*, January through December 1974.

One indication of emphasis is the increasing portion of direct general expenditures assigned by State and local governments to education at all levels—from 37.1 percent (\$23.7 billion) in 1962-63 to 38.9 percent (\$64.9 billion) in 1971-72.

During 1973-74, public elementary and secondary schools alone cost nearly \$47.0 billion in current expenditures, or almost 4½ cents of each dollar of personal income in the Nation. Included are funds now approaching \$2 billion a year, up from about \$1 billion, distributed under title I of the Elementary and Secondary Education Act of 1965 for educational aid to children in low-income areas.

In higher education, the numbers of institutions are increasing and they are getting larger to accommodate increasing enrollments. Between 1962 and 1972, for example, while enrollments nearly doubled to 8.3 million, the number of institutions increased less than one-third. The net result was fewer small and more large and very large institutions. The increases appear mostly in the publicly controlled institutions, including almost all of the 2-year colleges.

The average cost of educating an undergraduate student not only is lower in publicly controlled institutions than in the privately controlled but the student also pays a smaller share—less than one-fourth compared with about two-thirds. The total average cost per full-time student in 1971-72 was estimated as \$2,219.

Among major fields of study, a recent shift away from the traditional arts and sciences, except social sciences and biological and health sciences, was noted. In 1972, one-third of the students pursued other major fields or did not report one.

After leaving school, level of education seems to have an important bearing on income. Although education is not the only factor, male college graduates earn about half again as much as high school graduates and twice as much as persons leaving school after the eighth grade.

The continuing regard for education seems to be making it more available, shifting some of the approaches, and producing a somewhat more evenly dispersed and generally higher level of educated population in response to emerging needs.

Expenditures of State and Local Governments

During the decade 1962-72, education was consistently the largest item in the budgets of State and local governments. Expenditures for education accounted for 37 cents of every dollar spent in 1962-63 and for 39 cents per dollar expended in 1971-72. The total spending by State and local governments for education rose from \$23.7 billion in 1962-63 to \$64.9 billion in 1971-72.

Here, for purposes of comparison, are some other major expenditures at the State and local level, including outlays for highways, public welfare, and health and hospitals. Expenditures for highways, for instance, amounted to 17 cents of every dollar spent in 1962-63 but came to only 11 cents in 1971-72. On the other hand, there was a substantial increase in the proportion of money spent for public welfare during that decade. In 1962-63 one of every 12 State and local government dollars went for welfare, but by 1971-72 this had risen to one dollar in every eight. During the ten-year period, public welfare replaced highway as the

second largest item in the budgets of State and local governments.

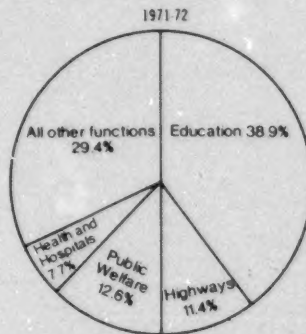
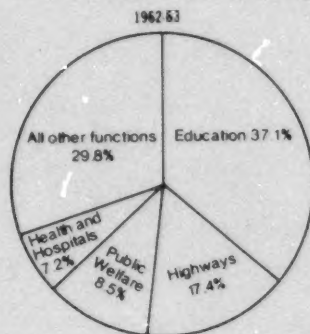
The proportion of money spent for health and hospitals rose slightly during the decade. In 1971-72 these items together accounted for about eight cents of every dollar expended. Outlays for health and hospitals have consistently ranked fourth among the expenditures of State and local governments.

All of the figures cited above relate to "direct general" expenditures; that is, they exclude expenditures resulting from the operation by State and local governments of utilities, stores, and insurance and retirement systems. They are derived from the annual reports of the Bureau of the Census on *Governmental Finances*. Additional information on the expenditures of State and local governments may be found in the accompanying table and chart.

—W. VANCE GRANT

*Acting Chief, Reference, Estimates, and Projections Branch
National Center for Educational Statistics*

Direct general expenditures of State and local governments, by function: 1962-63 and 1971-72



[In millions of dollars]

Year	Total	Educa- tion	High- ways	Public Wel- fare	Health and hospi- tals	All other func- tions	Year	Total	Educa- tion	High- ways	Public Wel- fare	Health and hospi- tals	All other func- tions
1962-63	\$ 63,977	\$23,729	\$11,150	\$ 5,420	\$ 4,638	\$19,040	1967-68	102,411	41,158	14,481	9,857	7,546	29,369
1963-64	69,302	26,286	11,664	5,766	4,910	20,676	1968-69	116,728	47,238	15,417	12,110	8,520	33,443
1964-65	74,546	28,563	12,221	6,315	5,361	22,086	1969-70	131,332	52,718	16,427	14,679	9,669	37,839
1965-66	82,843	33,287	12,770	6,757	5,910	24,119	1970-71	150,674	59,413	18,095	18,226	11,205	43,735
1966-67	93,350	37,919	13,932	8,218	6,640	26,641	1971-72	166,873	64,886	19,010	21,070	12,867	49,040

SOURCE: U.S. Department of Commerce, Bureau of the Census, annual reports on Governmental Finances

Comparing Expenditures for Schools with Personal Income

Current expenditures for public elementary and secondary day schools in the United States totaled about \$47.0 billion during the school year 1973-74. Total personal income during the calendar year 1973 amounted to \$1,057.8 billion. A comparison of these figures reveals that the operating budgets of public schools accounted for 4.44 percent of the Nation's personal income.

As the accompanying chart indicates, there are substantial differences among the States in the proportion of personal income that went for public education. Thirteen States and the District of Columbia spent less than 4.0 percent of their personal income for public schools. Fifteen States spent between 4.0 and 4.49 percent; ten States between 4.50 and 4.99 percent; six States between 5.0 and 5.49 percent; and six States, 5.50 percent or more. In each case the percentages are based upon the current operating expenditures for public elementary and secondary day schools. Expenditures for other school programs, capital outlay, and interest payments on school debt are excluded from the computations.

Comparing public school expenditures with personal income is one way of assessing the effort State and local governments are making to support public education within a State. However, it should be pointed out that the amount of assistance the public schools receive from the Federal Government varies widely from State to State. In 1971-72, for example, the percent of revenue receipts from the Federal Government ranged all the way from 4.0 percent in one State (Ohio) to 27.5 percent in another (Mississippi). In general, the States that receive large amounts of Federal funds are those with relatively low personal incomes per capita and those with numerous Federal installations within their borders.

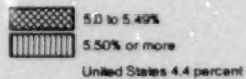
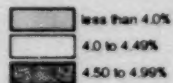
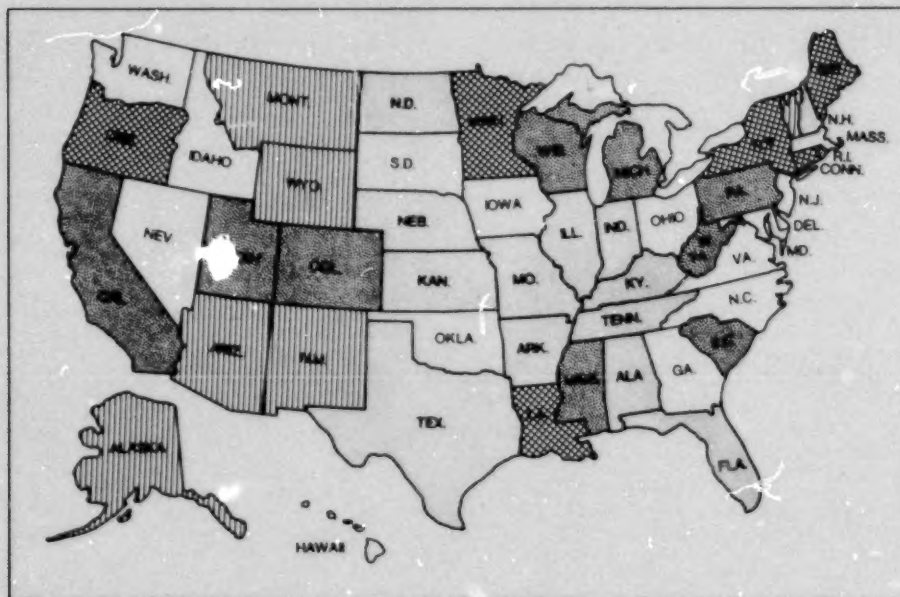
—W. VANCE GRANT

Specialist in Educational Statistics

Estimated Current Expenditures for Public Elementary and Secondary Day Schools, 1973-74, as a Percent of Personal Income in 1973, by State

	1973 total personal income (in millions)	1973-74 current expenditures for public elementary and secondary day schools (in thousands)	current expenditures as a percent of personal income
UNITED STATES	\$1,057,817	\$46,956,775	4.44
Alabama	15,700	515,766	3.29
Alaska	1,959	125,419	6.41
Arizona	9,655	530,922	5.50
Arkansas	6,050	317,036	5.24
California	115,746	5,126,410	4.51
Colorado	12,255	527,545	4.27
Connecticut	16,265	795,770	4.86
Delaware	3,378	151,870	5.10
District of Columbia	4,728	197,362	3.96
Florida	37,799	1,678,676	3.91
Georgia	21,032	857,188	4.08
Hawaii	4,582	207,541	4.52
Idaho	3,799	145,540	4.37
Illinois	54,833	2,542,751	3.92
Indiana	26,510	1,039,105	3.90
Iowa	15,314	66,908	4.36
Kansas	12,088	44,925	3.72
Kentucky	13,478	474,500	3.52
Louisiana	14,795	753,871	5.09
Maine	4,196	217,000	5.09
Maryland	22,329	963,950	4.32
Massachusetts	30,561	1,276,000	4.16
Michigan	50,201	2,460,175	4.90
Minnesota	20,019	1,098,227	5.49
Mississippi	8,112	381,659	4.70
Missouri	22,831	871,996	3.79
Montana	3,378	151,000	5.66
Nebraska	8,127	319,104	3.93
Nevada	3,148	129,908	4.10
New Hampshire	3,713	142,843	3.85
New Jersey	43,826	1,910,600	4.34
New Mexico	4,262	264,501	6.21
New York	104,198	5,620,600	5.39
North Carolina	22,577	958,195	4.24
North Dakota	3,645	126,000	3.46
Ohio	54,474	2,700,000	4.94
Oklahoma	11,558	465,000	4.02
Oregon	10,753	544,960	5.07
Pennsylvania	59,427	2,790,140	4.56
Rhode Island	4,710	216,472	4.60
South Carolina	10,542	493,107	4.66
South Dakota	3,229	140,750	4.35
Tennessee	16,997	864,759	5.09
Texas	53,912	2,437,745	3.79
Utah	4,711	175,040	3.99
Vermont	1,881	111,969	5.95
Virginia	23,506	989,501	4.21
Washington	17,674	708,057	4.01
West Virginia	7,107	331,642	4.67
Wisconsin	21,793	1,001,732	4.59
Wyoming	1,657	99,495	5.94

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, Fall 1973, and U.S. Department of Commerce, Division of Economic Analysis, Survey of Current Business, August, 1974.



Concentration of Children 5 Through 17 in Poverty Families

The legislators who passed and continue to fund the largest Federal public school assistance program ever—Title I of the Elementary and Secondary Education Act of 1965, as amended—made the assumption that schools in areas where there were high concentrations of low-income families were serving many children who were educationally disadvantaged. While this basic assumption has gone largely unchallenged, the measurement of concentration and the distribution of available funds—originally about one billion dollars and presently approaching two billion dollars a year—have been subjects of much debate among members of Congress, school people, civil rights workers, and others in the general population.

Currently children from "poverty" or "poor" families are receiving priority consideration for fund allocation purposes. Poverty levels, that is, income needed by families of different sizes with varying heads of households and in farm or nonfarm residence, have been determined jointly by the Social Security Administration (Department of Health, Education, and Welfare) and the Agricultural Research Service (Department of Agriculture). This cooperative effort produced the data as shown in the accompanying Table 1 which are used to classify families.

If, for example, a family's total income is below the appropriate threshold for families of its size and with other like characteristics such as sex of family head and farm or nonfarm residence, that family is classified as poor. If, on the other hand, the family's total income

is above the threshold, the family is classified nonpoor. These poor families were identified by the Bureau of Census in its 1970 decennial Census and in other reports, including annual estimates for the Nation as a whole based on the Current Population Survey. For more details on such points as what constitutes a family, which families are included, which are excluded, and the like, see various numbers of Series P-60, *Current Population Reports* of the Bureau of the Census, Department of Commerce.

In the accompanying table 2, State average concentrations of children from poverty families and the extremes of concentrations in the counties of the States are shown. Most of the more interesting aspects of the table are evident; however, it might be well to point out a few comparative facts.

In several States (Alabama, Arkansas, Mississippi, South Carolina, and Tennessee) the counties having the lowest concentration of poverty children had about as many as the average for the entire country. In four States (Alaska, Maine, Missouri, and North Dakota) the State average concentration of children in poverty families was approximately equal to the average for the country. In Alabama, Mississippi, and Tennessee, the counties having the lowest concentrations of children in poverty families have higher concentrations than that of the most heavily impacted counties in Connecticut, Hawaii, and New Hampshire.

—FORREST W. HARRISON
Specialist in Statistics of
School Finance

TABLE 1

WEIGHTED AVERAGE THRESHOLDS AT THE POVERTY LEVEL IN 1969, BY SIZE OF FAMILY AND SEX OF HEAD, BY FARM-NONFARM RESIDENCE

Number of family members	Nonfarm		Farm					
	Total	Total	Male head	Female head	Total	Male head	Female head	
1 member	\$1,834	\$1,840	\$1,923	\$1,792	\$1,569	\$1,607	\$1,512	
Under 65 years	1,888	1,893	1,374	1,824	1,641	1,678	1,552	
65 years and over	1,749	2,757	1,773	1,751	1,498	1,508	1,487	
2 members	2,364	2,383	2,394	2,320	2,012	2,017	1,931	
Head under 65 years and over	2,441	2,458	2,473	2,373	2,093	2,100	1,984	
Head 65 years and over	2,194	2,215	2,217	2,202	1,882	1,883	1,861	
3 members	2,905	2,924	2,937	2,830	2,480	2,485	2,395	
4 members	3,721	3,743	3,745	3,725	3,195	3,197	3,159	
5 members	4,386	4,415	4,418	4,377	3,769	3,770	3,761	
6 members	4,921	4,958	4,962	4,917	4,244	4,245	4,205	
7 or more members	6,034	6,101	6,116	5,952	5,182	5,185	5,129	

Table 2

CHILDREN AGED 5 THROUGH 17 IN POVERTY FAMILIES, BY STATE 1970 CENSUS¹

State	State average		Low and high					
	percent		county percents					
			Low	High				
50 States & D.C.	14.8	1.6	93.1		New Hampshire	7.7	6.3	11.4
Alabama	29.5	15.7	71.4		New Jersey	8.7	3.1	16.7
Alaska	14.6	1.8	93.1		New Mexico	26.3	1.6	66.0
Arizona	17.5	10.7	57.2		New York	12.2	1.9	27.9
Arkansas	31.6	12.6	59.2		North Carolina	24.0	9.0	57.1
California	12.1	5.7	26.0		North Dakota	15.7	9.4	45.8
Colorado	12.3	3.8	44.0		Ohio	9.8	4.1	33.0
Connecticut	7.2	4.9	10.5		Oklahoma	19.5	8.9	53.1
Delaware	12.0	9.7	17.9		Oregon	10.3	4.8	21.7
Florida	18.9	10.4	48.3		Pennsylvania	10.6	3.8	22.3
Georgia	24.4	6.7	74.6		Rhode Island	11.0	6.1	14.8
Hawaii	9.7	8.8	12.2		South Carolina	29.1	13.9	59.9
Idaho	12.0	4.0	27.2		South Dakota	23.3	7.4	50.5
Illinois	10.7	2.3	53.6		Tennessee	24.8	14.3	70.7
Indiana	9.0	4.0	19.5		Texas	21.5	3.0	70.4
Iowa	9.8	5.4	24.6		Utah	10.0	2.6	43.4
Kansas	11.5	2.2	26.2		Vermont	11.4	7.5	21.0
Kentucky	25.1	9.2	71.0		Virginia	18.2	3.3	51.4
Louisiana	30.1	10.7	68.2		Washington	9.3	6.4	24.6
Maine	14.2	9.3	23.7		West Virginia	24.3	6.7	48.4
Maryland	11.5	3.9	29.4		Wisconsin	8.7	3.2	43.6
Massachusetts	8.4	4.0	18.5		Wyoming	11.2	4.5	18.4
Michigan	9.1	4.2	31.1		District of Columbia	23.2		
Minnesota	9.5	3.8	30.9					
Mississippi	41.5	14.9	75.9					
Missouri	14.6	4.5	52.2					
Montana	12.9	5.6	35.6					
Nebraska	12.0	2.2	44.6					
Nevada	8.8	5.8	17.9					

Source: U.S. Department of Commerce
Bureau of the Census, 1990 Census of
Population (from a special tabulation)
Count of children in "nearly families" were
divided by the total number of children 5
years of age and under.
† By county and by State

¹Source: U.S. Department of Commerce, Bureau of Economic Analysis, 1970 Census of Population. (From a special tabulation.) Counts of children in poverty families were divided by the total number of children 5 through 17 by county and by State.

Enrollment and Teachers Projections in Public Schools

The latest projections of the Office of Education show a drop of more than four million students over the next ten years in public elementary and secondary schools. Enrollment has increased from 40.2 million in 1963 to 45.4 million in 1973 and is expected to decrease to 41.0 million in 1983. During this same ten year period, however, the total number of teachers in these schools is expected to remain about the same.

Public elementary school enrollment is expected to decrease throughout the 1970s as the low birth cohorts of the late 1960s and early 1970s make up an increasing proportion of the elementary school enrollment. Elementary enrollment, which has increased from 25.8 million in 1963 to 26.4 million in 1973, is expected to decline throughout the remainder of the current decade to 24.2 million in 1980 before increasing again to 25.0 million in 1983.

While enrollment in elementary schools will decline during the 1970s, any change in the number of teachers in these schools is likely to be minimal. From 1963 to 1973 the number of public elementary school teachers increased from 908,000 to 1,134,000; in 1980 the number is expected to be about the same—at 1,137,000—and then increase to 1,205,000 in 1983. The number of pupils per teacher in public elementary schools has dropped from 28.4 in 1963 to 23.3 in 1973 and is expected to continue decreasing to 20.7 in 1983. This drop in pupil-teacher ratios is expected to offset the drop in enrollment and result in a stabilizing of the number of teachers in elementary schools throughout the 1970s.

Public secondary schools will not experience appreciable decreases in enrollment until the late

1970s, at which time the low birth cohorts of the late 1960s and early 1970s will have moved through the elementary grades and will begin entering secondary schools. Public secondary school enrollment has increased from 14.4 million in 1963 to 19.0 million in 1973 and is expected to decline slightly to 18.4 million in 1978 before dropping sharply to 16.0 million in 1983.

The number of pupils per teacher in public secondary schools has decreased from 21.5 in 1963 to 19.2 in 1973 and is expected to continue decreasing to 17.7 in 1983.

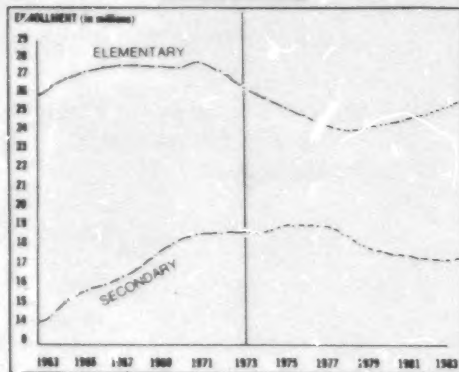
During the past ten years, increasing enrollments and decreasing pupil-teacher ratios have signaled an increase in the number of teachers in secondary schools from 670,000 in 1963 to 990,000 in 1973. Slight decreases in enrollments in the 1970s will be more than offset by further expected declines in pupil-teacher ratios, so that the number of teachers in 1978 will increase to 1,005,000. However, the continued reduction in pupil-teacher ratios in secondary schools will not be enough to offset the sizable decreases in enrollments expected in the early 1980s. By 1983 the number of teachers in secondary schools is expected to be 906,000, a decrease of more than 80,000 teachers from 1973.

More detailed information on these projections will be available early next year in the forthcoming Office of Education publication, *Projections of Educational Statistics to 1983-84*.

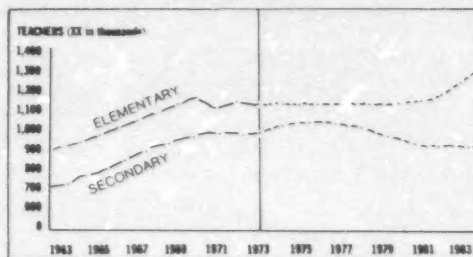
—MARTIN M. FRANKEL

Mathematical Statistician
National Center for Educational Statistics

Enrollment in Regular Public Elementary and Secondary Schools:
United States, Fall 1963 to 1983



Classroom Teachers in Regular Public Elementary and Secondary Schools:
United States, Fall 1963 to 1983



Public Schools in Large Cities

Each fall the National Center for Educational Statistics collects basic data on the public elementary and secondary schools in each State. In the same survey, statistics are also obtained on the public schools in the 20 largest cities in the country, as determined by the 1970 Census of Population. Data from the latest survey have recently become available with the publication of a report entitled *Statistics of Public Elementary and Secondary Day Schools, Fall 1973*.

The public schools of the 20 largest cities are an important segment of American education. In the fall of 1973 they accounted for slightly more than one-tenth of all public school pupils in the country, enrolling 10.5 percent of those at the elementary school level (grades K-8) and 10.0 percent of those at the secondary level (grades 9-12). They also employed 10.2 percent of all the classroom teachers in public elementary and secondary schools in the United States. There were 21.5 pupils enrolled for each classroom teacher in large cities, a figure quite similar to the pupil-teacher ratio in the Nation (21.4 pupils per teacher).

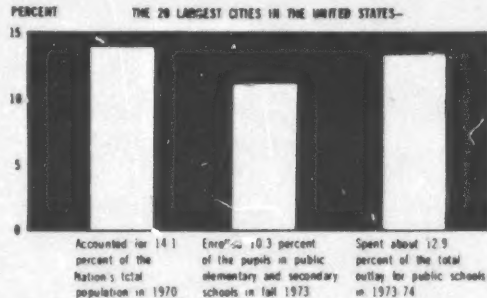
During the 1973-74 school year the 20 cities spent an estimated \$7.3 billion for public elementary and secondary schools, as compared with about \$56.0 billion nationwide. Indicative of the effort large cities are making to support public education are the facts that their current expenditure per pupil in average daily

attendance is about 30 percent higher than the national average and their teachers' salaries are about 20 percent higher.

The accompanying table and other information on public schools in large cities is included in *Statistics of Public Elementary and Secondary Day Schools, Fall 1973*, which may be purchased for 85 cents from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

—W. VANCE GRANT

Specialist in Educational Statistics



Selected statistics on public elementary and secondary schools in 20 large cities compared with the United States totals: 1973-74

City	Enrollment			Classroom Teachers	Pupils Per Teacher	Total Expenditures ¹	Current Expenditure per Pupil in Average Daily Attendance ¹	Average Annual Salary For:	
	Total	Kindergarten-grade 8	Grades 9-12					Total Professional Instructional Staff ¹	Classroom Teachers ¹
United States	45,408,805	31,333,080	17,075,725	2,125,094	21.4	\$56,031,041	\$1,116	\$11,185	\$10,683
20 Large Cities, Total	4,685,097	3,280,117	1,404,980	217,577	21.5	7,254,155	1,455	(7)	12,823
Baltimore	182,733	132,564	50,169	8,375	21.8	228,275	1,106	11,313	10,857
Boston	92,941	69,499	23,442	5,216	17.8	151,060	1,295	15,500	12,000
Chicago	539,385	397,594	141,771	23,197	23.3	806,417	1,567	14,412	13,943
Cleveland	138,454	94,143	44,311	5,000	27.7	198,000	1,244	12,600	11,700
Dallas	148,605	104,343	44,262	6,578	22.6	181,559	969	12,141	9,380
Detroit	262,826	185,844	76,982	10,009	26.3	317,963	290	(7)	12,324 ¹
Houston	218,589	157,742	58,847	8,853	25.0	170,171	741	10,994	9,837
Indianapolis	92,420	68,250	28,161	4,080	22.6	94,566	917	11,023	10,463
Los Angeles	812,638	421,279	191,359	28,460	21.5	908,577	1,157	14,249	13,405
Memphis	119,999	83,123	36,876	5,054	23.7	125,985	1,001	10,100	9,600
Milwaukee	123,452	94,247	39,205	5,425	22.8	178,705	1,512	14,672	14,007
New Orleans	96,825	71,335	27,480	4,730	20.9	100,500	1,070	9,750	9,500
New York	1,106,234	751,082	355,152	60,026	18.4	2,434,000	2,246	14,800	14,200
Philadelphia	267,902	185,026	82,876	11,830	22.6	481,746	1,701	13,989	13,551
Phoenix	178,185	120,191	55,974	7,747	22.7	228,187	1,077	11,314	10,912
St. Louis	99,065	68,564	30,501	4,563	21.7	105,051	1,125	11,930	11,360
San Antonio	70,472	48,494	21,978	2,997	23.5	70,327	722	8,753	8,400
San Diego	123,688	88,907	38,681	4,831	25.6	142,864	1,000	14,042	13,475
San Francisco	76,688	50,158	26,532	4,200	18.3	140,142	1,587	14,770	14,347
Washington, D.C.	136,006	101,825	34,211	6,580	20.7	232,080	1,523	13,412	12,766

¹Estimated¹Data for 1972-73 school year¹Data not available¹In thousandsSource: U.S. Department of Health, Education, and Welfare, National Center for Educational Statistics, *Statistics of Public Elementary and Secondary Day Schools, F-8 1973*.

Some Trends in Higher Education Institutions

Between 1953-54 and 1973-74, the number of colleges, universities, and professional schools listed in the Office of Education's *Education Directory: Higher Education* increased from 1,845 to 2,720. The net increase of 875 institutions included almost 500 two-year institutions and nearly 400 four-year colleges and universities. The number of two-year institutions nearly doubled over the 20-year period, while the four-year colleges and universities increased by more than one-fourth.

The last two decades have seen an upsurge in the relative importance of public higher education. Twenty years ago public institutions enrolled slightly more than one-half of all college students. Today more than three-fourths of the students are attending these institutions. The number of public institutions has increased by 557 since 1953-54, while private colleges and universities rose by 318. About 56 percent of the colleges and universities at the present time are private, but they tend to be substantially smaller than their publicly controlled counterparts.

Another major trend in higher education today is the trend toward coeducation. As the accompanying chart

suggests, the number of single-sex institutions reached a peak in the mid-1960s (there were 236 colleges for men and 281 for women in 1965-66) and has subsequently declined very substantially. Today there are only 127 men's colleges and 142 women's colleges in the country. They tend to be small, privately controlled institutions, and many of them are affiliated with a religious group. There are only 11 publicly controlled, single-sex institutions in the country today. Five of these are service academies operated by the Federal Government. The remaining six are State institutions, four for men and two for women.

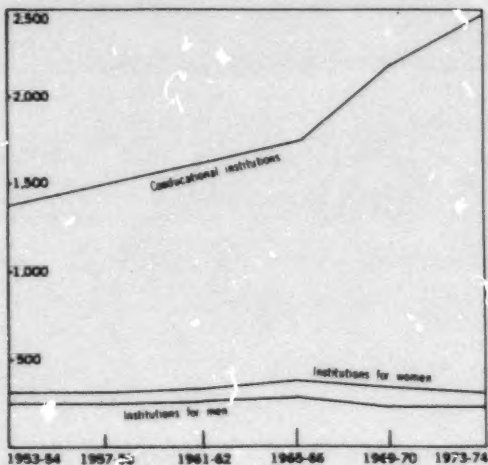
For more detailed information on the characteristics of institutions of higher education, the reader may wish to consult the *Education Directory: Higher Education*. The 1973-74 edition of this annual publication is available for \$5.30 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

—W. VANCE GRANT

Acting Chief, Reference, Estimates, and Projections Branch
National Center for Educational Statistics

NUMBER OF INSTITUTIONS OF HIGHER EDUCATION FOR MEN, FOR WOMEN, AND
COEDUCATIONAL: UNITED STATES, 1953-54 to 1973-74

INSTITUTIONS



NOTE: Data are for 50 States and the District of Columbia for all years.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Annual Yearbook of Higher Education*.

NUMBER OF INSTITUTIONS OF HIGHER EDUCATION FOR MEN, FOR WOMEN, AND
COEDUCATIONAL: UNITED STATES, 1953-54 TO 1973-74

ACADEMIC YEAR	INSTITUTIONS OF HIGHER EDUCATION			
	Total	For men	For women	Coeducational
1953-54	1,845	215	251	1,379
1957-58	1,951	225	251	1,455
1961-62	2,033	232	258	1,543
1965-66	2,199	236	281	1,682
1969-70	2,527	174	228	2,125
1973-74	2,720	127	142	2,451

NOTE: Data are for 50 States and the District of Columbia for all years.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Annual Yearbook of Higher Education*.

Institutions of Higher Education are Getting Larger

The number of institutions of higher education serving the Nation has increased to accommodate college and university enrollment increases. However, this growth has not been uniform as regards the size of the institutions.

The smaller sized institutions are in fact fewer in number while there has been an increase in the number of larger institutions. Institutions with fewer than 500 enrolled stu-

dents (770 institutions) accounted for nearly 40 percent of the Nation's colleges and universities in 1962 but in 1972 the number of institutions of this size had diminished to 629, approaching the 20 percent level. Some slight increase is noted for the number of institutions with 500 to 999 students (461 in 1967, 542 in 1972), but their number represents a declining percentage of the total number of institutions for the years

noted. The percent of institutions with 1,000 to 4,999 students has increased from about 30 percent to 40 percent of the total over this ten year period while those with 5,000 or more students increased from about ten percent to nearly 20 percent of the total.

Another measure of the change in size of institutions of higher education is obtained by comparing the number of institutions of various

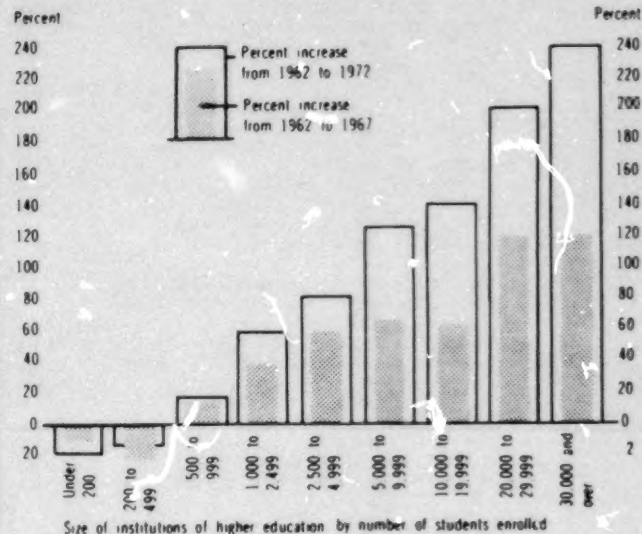
size classifications in 1967 and 1972 with the number in these same size categories in 1962. The "percent increase" columns in the table and the chart reveal this change and clearly indicate the trend toward larger institutions.

—ALBERT R. MUNSE
Specialist in Federal Funds for
Education

Number and percent of institutions of higher education by size of fall enrollment, 1962, 1967 and 1972, and percent increase from 1962 in number of institutions by size from 1962.

Size of fall enrollment	Number of institutions			Percent of institutions			Percent increase 1962 to 1967	Percent increase 1962 to 1972
	1962	1967	1972	1962	1967	1972		
Total	2043	2374	2665	100.0	100.0	100.0	16.2	30.4
Under 200	326	291	262	16.0	12.3	9.8	10.7	19.6
200-499	444	341	367	21.7	14.5	13.8	22.3	17.3
500-999	461	531	542	22.6	22.4	20.3	15.2	17.6
1000-2,499	427	590	680	20.9	24.9	25.5	38.2	59.3
2500-4,999	181	269	328	8.9	11.3	12.3	48.6	81.2
5000-9,999	117	193	259	5.7	8.1	9.7	65.0	121.4
10,000-19,999	62	100	149	3.0	4.2	5.6	61.3	140.3
20,000-29,999	15	33	44	0.7	1.4	1.7	120.0	193.3
30,000 and over	10	22	34	0.5	0.9	1.3	120.0	240.0

Percent increase (or decrease) in number of institutions of higher education by size of enrollment, from 1962.



Who Pays for Higher Education?

The National Center for Educational Statistics has estimated that colleges and universities in the United States spent an average of \$2,219 to educate each full-time student during the academic year 1971-72. The cost per student was somewhat lower for publicly controlled institutions (\$2,020) and substantially higher for privately controlled colleges and universities (\$2,800). It is generally recognized that college students, through their tuition and fees, pay for only a portion of the cost of their education. Publicly controlled institutions derive a substantial part of their income from governmental appropriations, especially State governments, while private colleges and universities depend upon a variety of other sources, including private gifts and grants, endowment earnings, and the Federal Government.

The average full-time undergraduate student attending a publicly controlled institution in his or her home State (or local district in the case of students attending locally controlled colleges) paid \$376 in tuition and fees for the academic year 1971-72. Public institutions received some additional funds from out-of-State and graduate students, so that the average tuition and fees for all students was \$447. For undergraduate students attending privately controlled institutions in 1971-72, the average tuition and fees

came to \$1,820. Some additional charges for graduate students brought the overall average to \$1,827. The accompanying chart shows the amount and the percent of money that colleges and universities received from tuition and fees and from other sources.

The "student education" expenditures used in these computations include expenditures for general administration, instruction and departmental research, other sponsored programs, libraries, and physical plant maintenance and operation. Over the past decade the percentages represented by tuition and fees as a source of revenue for "student education" expenditures have remained very stable. The increases in tuition and fees in recent years have only kept pace with the increasing expenditures for "student education."

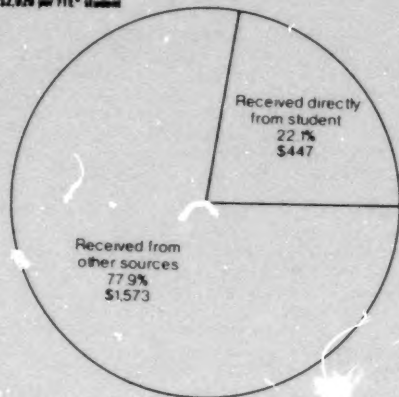
"Student education" expenditures are a portion of educational and general expenditures and exclude expenditures for separately budgeted research, extension and public service, and organized activities of educational departments. The excluded items are those which largely serve the general public rather than the students.

—C. GEORGE LIND

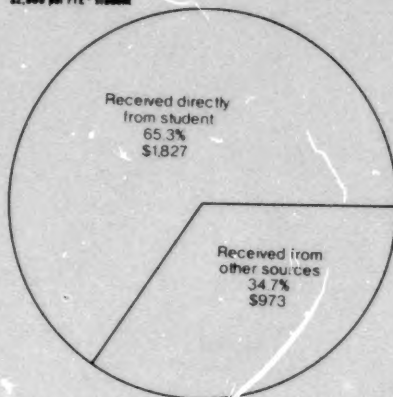
*Statistician, Reference, Estimates, and Projections Branch
National Center for Educational Statistics*

COST OF STUDENT EDUCATION FROM TUITION AND FEES AND FROM OTHER SOURCES,
BY CONTROL OF INSTITUTION: UNITED STATES, 1971-72

Publicly
controlled
institutions
\$2,629 per FTE* student



Privately
controlled
institutions
\$2,866 per FTE* student



*FTE = full-time equivalent

SOURCE: U.S. Department of Health, Education and Welfare, Office of Education, Financial Statistics of Institutions of Higher Education and Projections of Educational Statistics

College Students by Major Field of Study

In October 1966 and again in October 1972, the Bureau of the Census collected statistics on the major field of study of students enrolled in colleges and universities in the United States. The data are for students between the ages of 14 and 34. When the figures for the two years are compared, some interesting trends in enrollment emerge.

Enrollment in all fields increased from 6.0 million in 1966 to 8.3 million in 1972, a gain of about 39 percent. Some fields, however, received more than their share of the additional students, while other fields failed to keep pace with the overall enrollment increase (see the accompanying chart). The number of students majoring in education, engineering, and physical or earth sciences actually declined during the six-year period. Reflecting the decrease in the demand for new public school teachers, education majors declined from 19 to 12 percent of the total enrollment. Engineering majors decreased from nine to four percent, and physical or earth science majors from four to two percent of the total. There were small increases in the percent of students majoring in the social sciences and in the biological and health sciences. Substantial increases were reported for students majoring in "other" fields (subjects other than the

arts and sciences) and those not reporting a major.

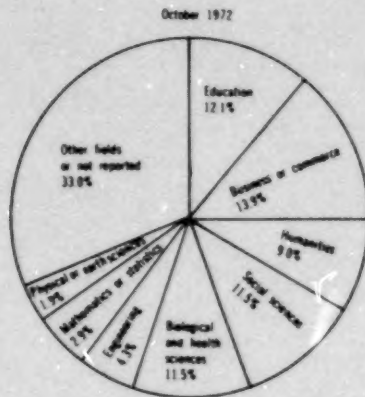
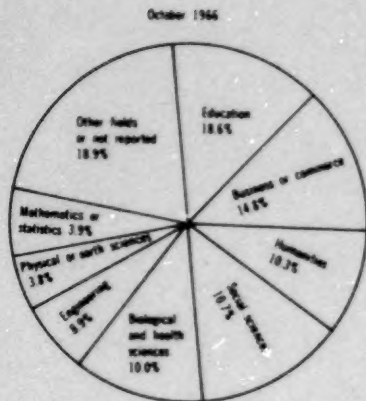
There were noticeable differences in the majors of college men and women in 1972. The fields in which women predominated were education, health fields, and English and journalism. About one-half of the majors in the social sciences and fine arts were women. While women were well represented among the majors in the biological sciences and in mathematics and statistics, a majority of these students were men. Men were clearly predominant in such fields as engineering, agriculture, law, business and commerce, and physical and earth sciences.

The data cited above are based upon sample surveys of the population. They are subject to the sampling errors inherent in surveys of this kind. For more detailed information the reader may wish to consult the Bureau of the Census publication, *Social and Economic Characteristics of Students, October 1972* (Current Population Reports, Series P-20, No. 260). The report is available at \$1.30 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

—W. VANCE GRANT

Acting Chief, Reference, Estimates, and Projections Branch
National Center for Educational Statistics

Major field of study of college students 14 to 34 years old:
United States, October 1966 and October 1972



SOURCE: U.S. Department of Commerce, Bureau of the Census, General Population Reports, Series P-28, No. 768
NOTE: Because of rounding, percentages do not add to 100%

Income of Men by Years of School Completed

The Bureau of the Census has recently released new estimates of the average lifetime income of men by years of school completed. These data indicate that in the years from 18 to death an average elementary school graduate in 1972 could expect an income of approximately \$344,000; a high school graduate, \$479,000; a college graduate, \$711,000; and a person with one or more years of graduate study, \$824,000.

According to the income data presented in the accompanying chart, an average college graduate can look forward to half again as much income as a high school graduate who fails to enter college. The holder of a Bachelor's degree can expect more than twice as much income as a person who leaves school after completing the eighth grade. And a man who has completed five or more years of college can anticipate an income which is nearly three times as great as that of an elementary school dropout.

Recent trends in annual income by years of school completed have also been made available by the Census Bureau. The income of all segments of the population has grown substantially in recent years, but the greatest increases have occurred at the higher educational levels. Between 1967 and 1972, for example, the average income of a male elementary school graduate 25 years of age or over rose from approximately \$5,200 to \$6,800; a high school graduate, from \$7,600 to \$10,400; and a college

graduate, from \$11,200 to \$15,300. The increase during the five-year period was thus about \$1,600 for an elementary school graduate, \$2,800 for a high school graduate, and more than \$4,000 for a college graduate. These trend figures are in current dollars; that is, they make no allowance for changes in the purchasing power of the dollar between 1967 and 1972.

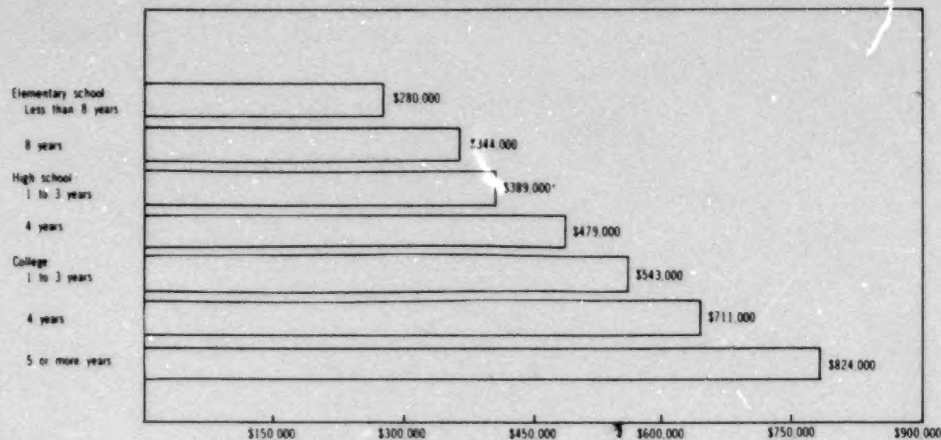
Not all of these variations in lifetime and annual income should be attributed to differences in educational attainment. A number of other factors, including ability, motivation, opportunities for employment, and family background, influence the level of income an individual will eventually attain. Nevertheless, it would appear that the number of years spent in school does have an important effect upon future earning power.

These data are derived from sample surveys of the population. They are subject to sampling variability as well as to errors of response and nonreporting. For more detailed information, the reader may wish to consult the Bureau of the Census report, *Annual Mean Income, Lifetime Income, and Educational Attainment of Men in the United States, for Selected Years, 1956 to 1972*.

—W. VANCE GRANT

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National Center for Educational Statistics

Lifetime income of men, by years of school completed, United States, 1972



SOURCE: U.S. Department of Commerce, Bureau of the Census, Annual Status Reports, Lifetime Income, and Educational Attainment of Men in the United States, for Selected Years, 1956 to 1972.